



Lum Head  
PRIMARY SCHOOL GATLEY

# PSHE/Citizenship, Relationships and Sex Education Policy

<b>Produced by</b>	Lum Head Primary School and SMBC
<b>Date approved and agreed by Governing Board</b>	26th November 2019
<b>Date Amended</b>	26 <sup>th</sup> November 2019
<b>Review Date</b>	Autumn 2020
<b>Governor responsible</b>	Una Devlin

# Lum Head Primary School

## PSHE/Citizenship

### And

## Relationships and Sex Education Policy

### **PSHE/Citizenship**

The provision of PSHE is fundamental to the aims of the school curriculum and the school community. It underpins our school vision and values and we aim to provide a broad and balanced PSHE and Citizenship Programme through a holistic approach. The PSHE Framework has four strands and intends that children:

- 1) Develop confidence and make the most of their abilities
- 2) Prepare to play an active role as citizens
- 3) Develop a healthy, safer lifestyle
- 4) Develop good relationships and respect differences between people

### **Description of policy formation**

This policy will be used by and is created for the Head teacher, Deputy Head teacher, PSHE coordinator, governors, staff, parents, school council and LA.

### **Aims of PSHE/Citizenship education:**

- To raise children's self-esteem and confidence, especially in their relationships with others
- To develop skills in language, communication, decision making and assertiveness
- To help them gain access to information and support
- To enable them to participate in modern society, understand right and wrong and how to have a healthy lifestyle
- To value themselves and others

### **Morals and Values**

We have a key role in helping children to learn how to keep healthy and stay safe. This fundamental goal is central to all subjects – not just PSHE.

### **Equal Opportunities**

We have a commitment to ensuring relevant PSHE and Citizenship provision for all children and young people, having regard to ability, social and cultural background, religion, sexual orientation and physical and emotional needs.

### **Organisation and delivery of PSHE/Citizenship**

We have adopted the Stockport curriculum for PSHE and deliver it through discrete lessons, circles, creative curriculum links and SMSC opportunities.

PSHE and Citizenship education is delivered by teachers, TAs and outside agencies (where appropriate).

### **Foundation Stage**

To ensure that all children are kept healthy and safe, the Reception classes follow the Early Years Foundation Stage curriculum and a highly important element of this, is personal, social and emotional development.

This involves helping children to develop a positive sense of who they are, how they fit in, who others are around them, how to form positive relationships and develop respect, how to develop social skills and manage their feelings and how to have the confidence to become lifelong learners.

To achieve the age-related expectations, children need to demonstrate self-confidence and self-awareness. This can be identified in:

- Confidence to try new activities, and say why they like some activities more than others
- Confidence to speak in a familiar group, talk about their ideas, and choose the resources they need for their chosen activities
- Saying when they do or don't need help
- Managing feelings and behaviour
- Talking about how they and others show feelings
- Talking about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable
- Working as part of a group or class, and understanding and following the rules
- Adjusting their behaviour to different situations, and take changes of routine in their stride
- Playing co-operatively and taking turns with others
- Showing sensitivity to others' needs and feelings, and form positive relationships with adults and other children

This is primarily planned through purposeful play and a combination of adult-led and child-led activities.

Where appropriate, the children will use activities developed from the SEAL, ABC, RSE and DATE resources.

### **Key Stage 1 and 2**

Children will benefit from a discrete PSHE lesson, a Circles lesson and cross-curricular links.

Current guidelines for PSHE and Citizenship, as set out in the National Curriculum, will be met through the use of SEAL resources, Stockport's RSE and DATE SPIRAL curriculums, QCA Citizenship units, the ABC curriculum, the Stonewall resources and the Proud Trust, the Christopher Winter RSE planning as well as a wealth of other activities and cross-curricular links.

Each year group follows a PSHE Scheme of Work, which splits learning into three categories:

- 1) RSE
- 2) Health and Wellbeing

### 3) Living in the Wider World

#### **Teaching and Learning**

We have a commitment to active learning methods, which involve children's full participation. We use single gender grouping for lessons where appropriate and relevant.

- The lesson objectives and success criteria are made clear and lesson content is relevant to the pupils.
- Appropriate learning experiences are planned and meet the needs of all pupils in the class.
- Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for pupils to learn and demonstrate skills, attitudes and knowledge/understanding.
- Time is given for pupils to reflect, consolidate and apply their learning.
- Pupils are encouraged to take responsibility for their own learning and to record their own progress.
- Attention is given to developing a safe and secure classroom climate.
- Staff training needs are met.
- Key skills are highlighted on medium term planning and link to a creative curriculum where appropriate.
- Weekly lessons are planned with key objectives and success criteria.

#### **Specific Issues and Links to Other Policies**

- Pastoral care – we take a whole school approach to pastoral care and the children are involved in developing policies such as the Anti-Bullying policy. The family welfare worker supports children who need additional pastoral care.
- We have a restorative approach to behaviour management.
- Confidentiality – all staff and governors have signed the school confidentiality policy.
- Child protection – the head-teacher has ensured that all staff know she is the Child Protection named person and that all incidents are referred directly to her as soon as possible.
- Specific questions in class- these are dealt with sensitively and with factual accuracy at a level appropriate to the child's maturity and understanding.

Other policies and documentation, which support our PSHE and RSE curriculum, include:

- Keeping Children Safe in Education (2016)
- The Education Act (1996)
- The Equality Act (2010)
- The Supplementary Guidance for SRE in the 21<sup>st</sup> Century (2014)

## **Monitoring of Provision**

PSHE is monitored and evaluated by the PSHE Co-ordinator and head-teacher. There is a system for assessment for each class and a long-term and medium-term plan. Formative assessment is on-going and indicated on the teachers' planning.

## **Relationships and Sex Education (RSE)**

RSE is taught as an integral part of the school's provision from reception to Year 6. The school follows the CYPD spiral curriculum and Christopher Winter Plans for RSE. In this way, children are able to develop their ideas, knowledge, skills and attitudes gradually and appropriately. It aims to teach puberty before its onset.

## **Aims, Rationale and Ethos of RSE**

RSE contributes to the foundation of PSHE and Citizenship by ensuring that all children:

- Develop confidence in talking, listening and thinking about feelings and relationships
- Are able to name parts of their body and describe how their bodies work.
- Are prepared for puberty
- Can protect themselves and ask for help and support
- Understand the pressures and outside influences that may influence their behaviour and develop skills in dealing with these
- Understand the diversity of relationships that exist in society, prompting equality and respect

We believe RSE is important for our school and pupils because without these skills, our children will not be prepared socially, emotionally and physically for their future.

RSE will:

- Provide information which is easy to understand and is relevant and appropriate to the age and maturity of the children
- Include the development of communication and social skills
- Encourage the exploration and clarification of values and development of positive attitudes

## **Values for RSE**

RSE will reflect the values of the PSHE curriculum. RSE will be taught in the context of relationships and will promote the children's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships. These relationships will be based on respect for themselves and for others, at home, school, work and in the community.

We will ensure RSE is inclusive and meets the needs of all pupils (including those with SEND) by adapting the curriculum as appropriate, differentiating, using on-going assessment and also using a range of teaching styles and approaches. We ensure that RSE fosters gender equality and LGBT equality.

## **Curriculum Design**

Our RSE programme is an integral part of our whole school PSHE approach. We will ensure RSE is matched to the needs of our pupils by ongoing teacher assessments, adapting resources and pupil voice activities with the children.

Our RSE programme will be planned and delivered through discrete sessions, circles, cross-curricular links and child-led activities. It will be taught through a range of teaching approaches, methods and interactive activities to cater for all learning styles.

Lessons will be differentiated where appropriate to ensure all children can make progress and access the learning objectives.

Pupils will be encouraged to reflect on their own learning and progress through self- and peer-assessments.

## **Safe and Effective Practice**

We will ensure a safe learning environment by using our agreed class ground rules. These will be created with the children. Pupils' questions will be answered in class where appropriate, and through a "question box" where necessary. Sensitive issues will be handled following advice from the Headteacher and Family Welfare Worker by the class teacher. All staff teaching RSE will be supported by the PSHE Co-ordinator and LA PSHE advisor.

## **Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. This will be reported to the school's safeguarding lead.

Visitors and external agencies, which support the delivery of RSE, will be required to provide a copy of the lesson plan in advance to the class teacher and report any safeguarding issues to the safeguarding lead following the school's procedure.

## **Monitoring, Reporting and Evaluating**

Teachers will reflect on their work in delivering RSE through staff meetings, assessments and discussions with children and staff. Children will have opportunities to review and reflect on their learning during lessons through self- and peer-assessment, teacher questioning and feedback with pupils.

Pupil voice will be used to review and tailor our RSE programme to match the needs of different pupils.

## **Legal Requirements**

- The revised DFE statutory guidance states that all schools must deliver relationships education from September 2020. The parental right to withdraw pupils from RSE remains only for aspects of sex education, which are not part of the Science Curriculum.
- National Curriculum Science at Key Stage 1 and 2. These are compulsory.
- PSHE and Citizenship Framework (Non-statutory)

## **Partnerships**

- With parents  
We view that the partnership of home and school is vital in providing a balanced and broad PSHE and RSE curriculum to our children.  
This policy will be available on the school website and we will notify parents of their right to withdraw where appropriate.  
The PSHE curriculum will be discussed with parents during our Year Group meetings. Medium term planning is available on the school website.
- With pupils  
Through pupil voice activities, we will adapt learning where appropriate.
- With outside agencies  
We will use outside agencies to support learning (such as the NSPCC and Millie's Trust) where appropriate.
- The school also receives support from the Local Authority advisor and the associated PSHE network. Other agencies such as primary Behaviour Support Service and Primary Jigsaw are used to support the work done within school and to meet the needs of our children.

This policy covers our school's approach to RSE. It was produced by the PSHE co-ordinator, head teacher and governing body through consultation with the LA PSHE advisor.